



Planning for Communication | English Language Arts Strategies for Students with Significant Cognitive Disabilities

What is the video about?

In this self-contained high school classroom, a student is learning the new word "would". Using aided language input, the teacher helps him build a sentence that uses the word to contribute to the class chart. During the conference, the teacher models how to use the communication book to convey her message. When the student creates his message the teacher asks the student to confirm that the message is the intended message. The teacher encourages the student to use the communication system as well as a vocal response. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

What is the primary area of ELA instruction addressed in this video?

Language

What others areas of ELA instruction that are also addressed in this video?

Speaking and Listening

Does the video include a student who uses AAC?

Yes

Does the video include any examples of an adult modeling the use of AAC?

Yes

Which best describes the context for the instruction?

Self-contained Setting

Iowa Comprehensive Literacy Modules



The video includes one or more students with significant cognitive disabilities. What other student characteristics are obvious in the video?

Communication Impairments

What are the primary Essential Elements that are linked to the video?

EE.L.9-10.4 Demonstrate knowledge of word meanings.

What additional Essential Elements can be linked to the video?

EE.SL.9-10.1.a Engage in collaborative discussions. Prepare for discussions by collecting information on the topic.

What other grade level Essential Elements can this teaching strategy be used?

- EE.L.K.4.a Demonstrate emerging knowledge of word meanings. With guidance and support, demonstrate understanding of words used in every day routines.
- EE.L.1.1.j Demonstrate emerging understanding of letter and word use. With guidance and support, use simple question words (interrogatives) (e.g., who, what).
- EE.L.1.5.c Demonstrate emerging understanding of word relationships. With guidance and support, demonstrate understanding of words by identifying real-life connections between words and their use.
- EE.L.2.4.a Demonstrate knowledge of word meanings. Demonstrate knowledge of new vocabulary drawn from reading and content areas.
- EE.L.3.4 Demonstrate knowledge of word meanings.
- EE.L.4.4 Demonstrate knowledge of word meanings.
- EE.SL.5.1.a Engage in collaborative discussions. Come to discussion prepared to share information.
- EE.L.5.4 Demonstrate knowledge of word meanings.
- EE.SL.6.1.a Engage in collaborative discussions. Come to discussions prepared to share information.
- EE.L.6.4.c Demonstrate knowledge of word meanings. Seek clarification and meaning support when unfamiliar words are encountered while reading or communicating
- EE.SL.7.1.a Engage in collaborative discussions. Come to discussions prepared to share information.



- EE.L.7.4 Demonstrate knowledge of word meanings.
- EE.SL.8.1.a Engage in collaborative discussions. Come to discussions prepared to share information previously studied.
- EE.L.8.4 Demonstrate knowledge of word meanings.
- EE.SL.11-12.1.a Engage in collaborative discussions. Prepare for discussions by collecting information on the topic.
- EE.L.11-12.4 Demonstrate knowledge of word meanings.

What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?

DLM Core Vocabulary and Communication

What other resources can be linked to the video to learn more about the instruction?

- Using Aided Language: <http://praacticalaac.org/strategy/using-aided-language-input-to-build-communication-opportunities/>
- Information about PODD Communication Book that the student is using: <http://www.spectronics.com.au/product/pragmatic-organisation-dynamic-display-podd-communication-books-direct-access-templates>